

2022 Annual Report to the School Community

School Name: Mount Waverley Heights Primary School
(4832)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 06 April 2023 at 08:01 AM by Sharon Reiss-Stone (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 10:46 AM by Anna Burke (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Our vision is to connect, challenge and inspire our students through their learning; At MWHPS we are committed to equipping our students to live and work successfully in the 21st Century, through a future focused learning approach. We inspire students to become innovators, entrepreneurs, lifelong learners and responsible global citizens. Preparing our students for an ever changing world is embraced through the integration of 21st Century Learning Skills. These include critical and creative thinking strategies, technology skills, communication skills, being flexible and adaptable and developing sound social and emotional skills. We recognise that all children grow at their own rate and in their own way. In the partnership between home and school, the common aim is to help each child grow into a well-rounded individual - physically, academically, socially, emotionally and ethically.

There was a positive enrolment trajectory in 2022 with enrolment figures hitting just over 345 students. This was an increase of an additional 36 students from the previous year. Students represent 57 different countries with 128 students speaking a language other than English at home. This is 33% of the student body. There were 16 classes across the school. The school had 15 equivalent full-time staff, 5 part-time teachers, 1 Leading Teacher, 2 Learning Specialists, 2 Principal Class staff, 7 Education Support Staff and 2 Administrative members.

At Mount Waverley Heights we have a consistent whole school learning and teaching approach (REACH). This approach is based on research and best practice. Our industry partnership with Google, HP, Datacom and BenQ have seen a transformation in teaching practices aligned with 21st century learning objectives. This partnership continued to provide wonderful opportunities for both students and staff.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022, we started our journey to improve the quality of our writing across the school. We engaged Misty Adoniou (consultant) an expert in the field, whose approach highlights explicit teaching through great mentor texts. Teachers implemented a cyclic approach which outlines the phases of teaching -Planning, text orientation, text plan, language orientation, transformation & patterned writing. By understanding the structure of what great writers do, it has helped provide a framework for teachers to explicitly teach strategies and for students to write beautifully crafted sentences. Teachers had the opportunity to practice the approach and build their skills. Year 5 NAPLAN writing data was the highest it has been in the past 5 years. We are expecting that student NAPLAN data will improve considerably over the coming years, as we embed this new approach with greater consistency.

Professional Learning Communities (PLCs) was a key initiative, which has supported teachers in developing greater data literacy skills. Teachers analysed a range of assessment data and worked collaboratively to improve student outcomes across literacy and numeracy. Our PLC Reading cycles showcased the importance of critical thinking skills. Student data analysis demonstrated considerable improvement for those students who had previously stagnated. This was evident in NAPLAN results. Student NAPLAN Reading data in Years 3 & 5 were well above the state average and alike to similar schools. School Staff Survey showed that 93% of staff believe that we 'monitor effectiveness using data, use evidence to inform teaching practice, use formative assessment and incorporate high impact teaching strategies'.

Maths continued to remain a priority, with strategies previously implemented in 2020-2021, were built upon and consolidated. The 'Big Ideas' remained a priority, as did rich learning tasks. Year 3 NAPLAN Numeracy data remained way above the state average and like similar schools.

In 2022, a range of students were identified to participate in the High Ability program organised by the DET, alongside our own challenge/extension programs. A range of additional literacy support in the classrooms and withdrawal groups, were provided for EAL students and those with learning difficulties. The tutoring program offered another level of support for students who were not performing at the level expected.

Wellbeing

Acknowledging that student wellbeing and student learning outcomes are inextricably linked, building a positive school culture that supports student social and emotional learning, is paramount.

We have made significant progress in student wellbeing in 2022. The Student Attitude to School results were slightly above similar and network schools in almost all areas with an emphasis on Effective teaching Practice for Cognitive Engagement. This was inline with school based survey data. MWHPS has a slightly higher percentage when comparing data against the state, and similar results to network schools for Managing Bullying.

Student wellbeing continues to be a focus. In 2022, the school continued to promote a positive learning environment for all students through SWPBS, Resilience Project (new to 2022) and Respectful Relationships approach. Regular wellbeing sessions were implemented to assist students in managing their emotions, building resilience and maintaining friendships. The wellbeing team represented teachers from each year level, reviewed processes and made suggestions to refine practices across the school. The wellbeing leader worked with the DET's SWPB coach to reflect on strategies and work towards accreditation. The Parent Attitude to School Survey showed that 86% of parents agreed that the school had a consistent approach to promoting positive student behaviour. Parent satisfaction as measured but the Department's Parent Survey, was slightly above the state average.

The Staff health and Wellbeing, according to the School Staff Survey, was similar to other schools.

Engagement

MWHPS students are engaged and connected to their school and we are proud of the programs which support students in building resilience, persistence, engagement, and social capacity. Through our school's School-Wide Positive Behaviour approach, lessons involving building and maintaining friendships, dealing with conflict, developing resilience, etc were undertaken. Class Dojo was utilised to reward positive behaviours' and as a whole school incentive approach. Communicating regularly with parents and families of students through our school website, Sentral app, school newsletters, information exchange evenings, information nights and through a range of social media, helped to connect the community and keep everyone as informed as possible. There were a range of extra curricular activities offered throughout the year including a broad range of lunchtime clubs - Sustainability, Student Representative Council (SRC), taiko drumming, choir, basketball, etc.

Students in Years 3-6 loved our big inquiry learning projects, based on the UN's Global Sustainable Goals and the Design Thinking approach. They had the opportunity to select the UN global goal that appealed to them and develop their own big questions to investigate. Collaboratively they devised a solution and presented their findings at our expo night. There were some outstanding thinking and presentations. It was also a terrific way to not only showcase learning, but to invite parents into the learning space.

The school worked closely with families to support chronic absences and return to school processes. The average number of days absent were below state and similar schools. This involved the support of the SSS team and engaging with the families support personnel. Tracking of absenteeism, publishing the importance of being at school (that 'every day counts') and regular phone calls to parents, are some strategies that will continue to be employed in 2023.

Other highlights from the school year

It was lovely to see the return of a normal school year, with students having the opportunity to participate in incursions, excursions, camps and sporting activities. Whole school community activities like Twilight Sports, Open Night, Production and our Inquiry Showcase were well received. Our school production, 'The Living Library', was definitely the highlight of the year with all students participating in the showcase. Our Challenge program for (gifted and talented students) kicked off with a technology focus. Our highly able Year 4 students had the opportunity to work with Datacom (Industry Partner) and use 3D cameras to stitch together their own virtual tour. All of our Year 4s also had the opportunity to visit Datacom head office and complete a range of critical thinking activities. The school successfully attained an 'Inclusive Schools Grant', which has seen the development of a sensory garden. Planting of this space will take place in 2023.

Financial performance

Due to the pandemic's isolation rules, financial pressures were experienced throughout 2022, due to the costs of replacing staff for long periods of time. This presented significant ongoing pressure on the school's finances throughout 2022. All expenses were considered on a hierarchy of needs. Considerable cutbacks were needed across all budget areas. The 2022-2024 School Strategic Plan, along with the 2022 Annual Implementation Plan, continued to provide the framework for school council allocation of funds to support school programs and priorities.

The Financial Performance and Position report shows an end of year deficit of \$35,529. The school used additional savings to support the budget for 2022. The locally raised revenue included such items as camp fees, hire of facilities, excursion fees, school levies, parent fundraising and profits from the uniform shop. The importance of these locally raised funds to support the delivery of teaching programs and maintain the high standard of achievement at Mount Waverley Heights cannot be over stated. Equity funding was completely spent. The school has continued to manage its financial resources in a very prudent manner for 2022.

For more detailed information regarding our school please visit our website at
<https://mountwaverleyheightsps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 345 students were enrolled at this school in 2022, 154 female and 191 male.

34 percent of students had English as an additional language and 1 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

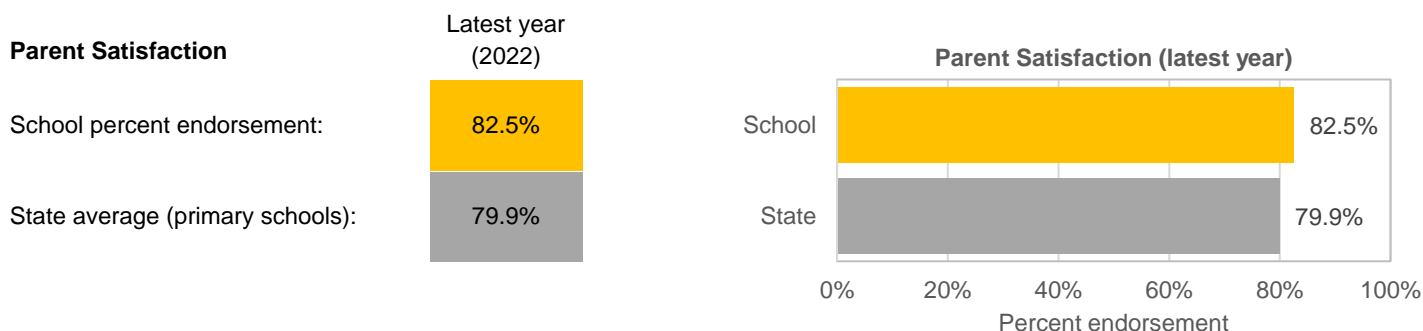
SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

This school's SFOE band value is: Low

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

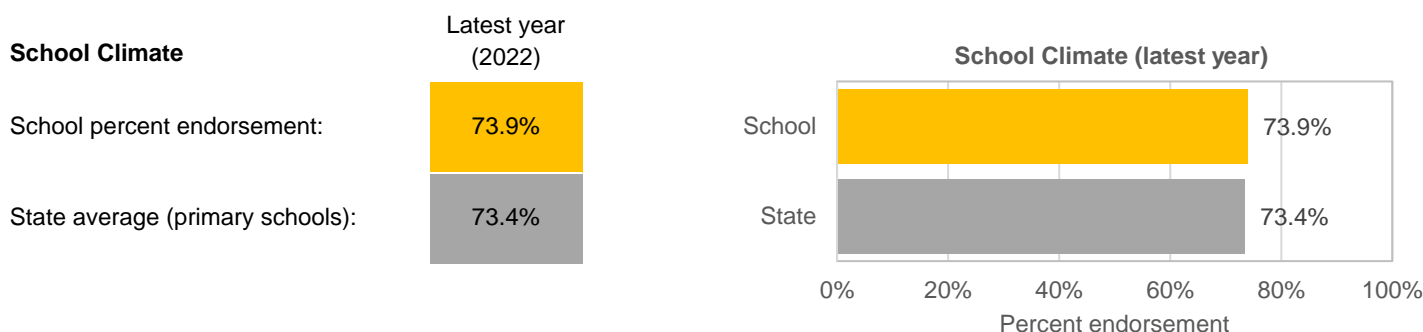


School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

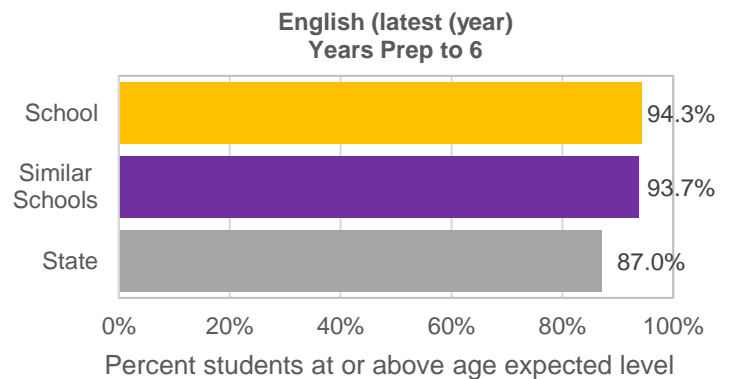
94.3%

Similar Schools average:

93.7%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

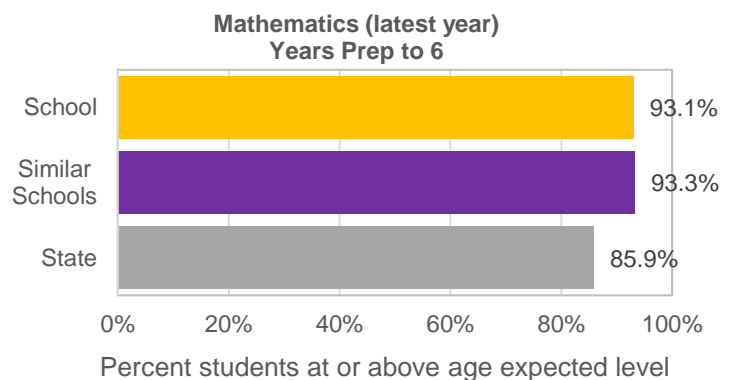
93.1%

Similar Schools average:

93.3%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

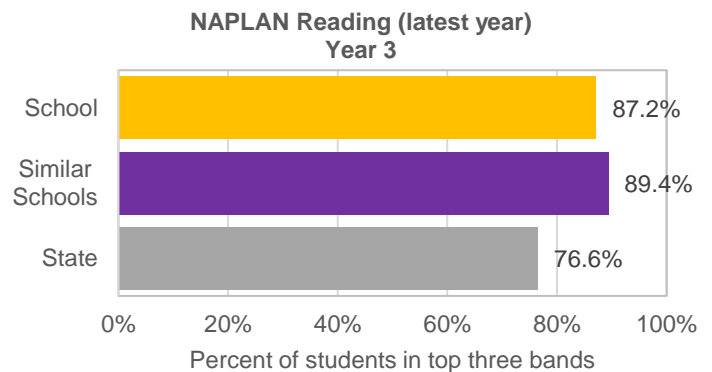
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

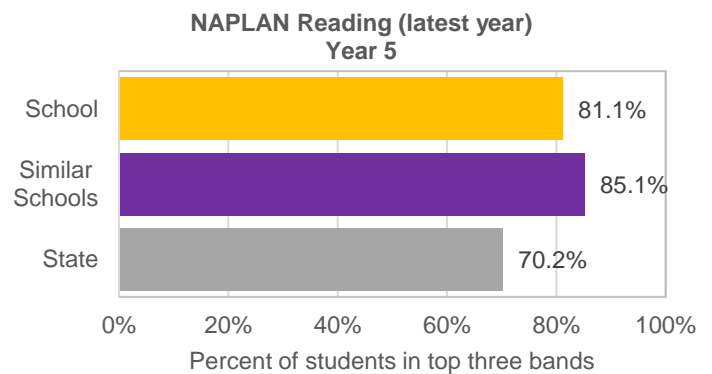
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	87.2%	86.3%
Similar Schools average:	89.4%	88.2%
State average:	76.6%	76.6%



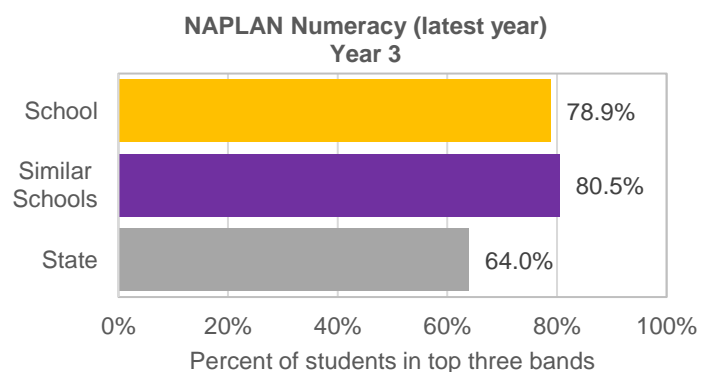
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	81.1%	81.1%
Similar Schools average:	85.1%	84.1%
State average:	70.2%	69.5%



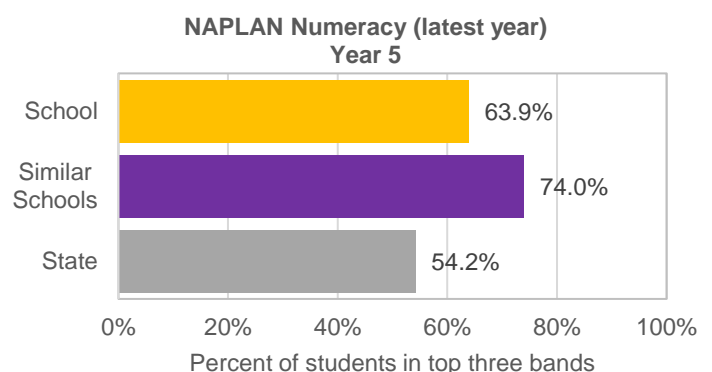
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	78.9%	82.7%
Similar Schools average:	80.5%	81.4%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	63.9%	72.4%
Similar Schools average:	74.0%	77.0%
State average:	54.2%	58.8%



WELLBEING

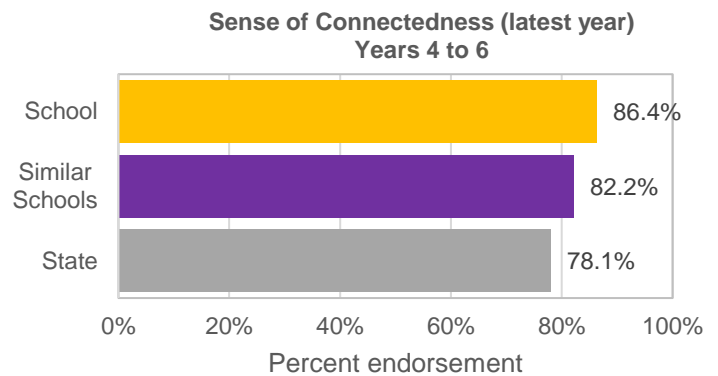
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	86.4%	85.9%
Similar Schools average:	82.2%	82.3%
State average:	78.1%	79.5%

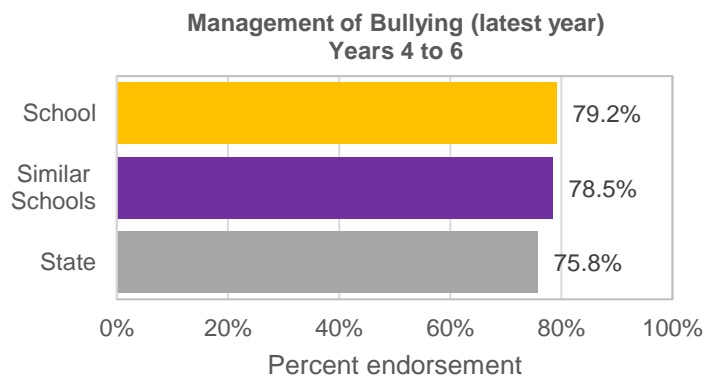


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	79.2%	81.5%
Similar Schools average:	78.5%	80.0%
State average:	75.8%	78.3%



ENGAGEMENT

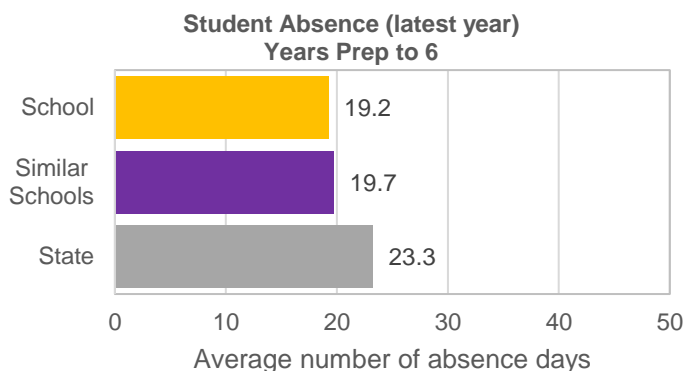
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	19.2	15.2
Similar Schools average:	19.7	13.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	92%	91%	89%	88%	91%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,104,178
Government Provided DET Grants	\$271,952
Government Grants Commonwealth	\$2,400
Government Grants State	\$30,400
Revenue Other	\$9,272
Locally Raised Funds	\$328,506
Capital Grants	\$0
Total Operating Revenue	\$3,746,708

Equity ¹	Actual
Equity (Social Disadvantage)	\$20,517
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$20,517

Expenditure	Actual
Student Resource Package ²	\$3,057,719
Adjustments	\$0
Books & Publications	\$364
Camps/Excursions/Activities	\$133,916
Communication Costs	\$6,084
Consumables	\$93,706
Miscellaneous Expense ³	\$4,984
Professional Development	\$17,109
Equipment/Maintenance/Hire	\$109,647
Property Services	\$208,079
Salaries & Allowances ⁴	\$112,513
Support Services	\$0
Trading & Fundraising	\$10,778
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$61
Utilities	\$27,276
Total Operating Expenditure	\$3,782,237
Net Operating Surplus/-Deficit	(\$35,529)
Asset Acquisitions	\$0

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$96,534
Official Account	\$31,501
Other Accounts	\$6,851
Total Funds Available	\$134,886

Financial Commitments	Actual
Operating Reserve	\$86,869
Other Recurrent Expenditure	\$0
Provision Accounts	\$0
Funds Received in Advance	\$39,000
School Based Programs	\$0
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$0
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$0
Asset/Equipment Replacement > 12 months	\$5,000
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$10,000
Total Financial Commitments	\$140,869

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.